STATE SUMMER SCHOOL

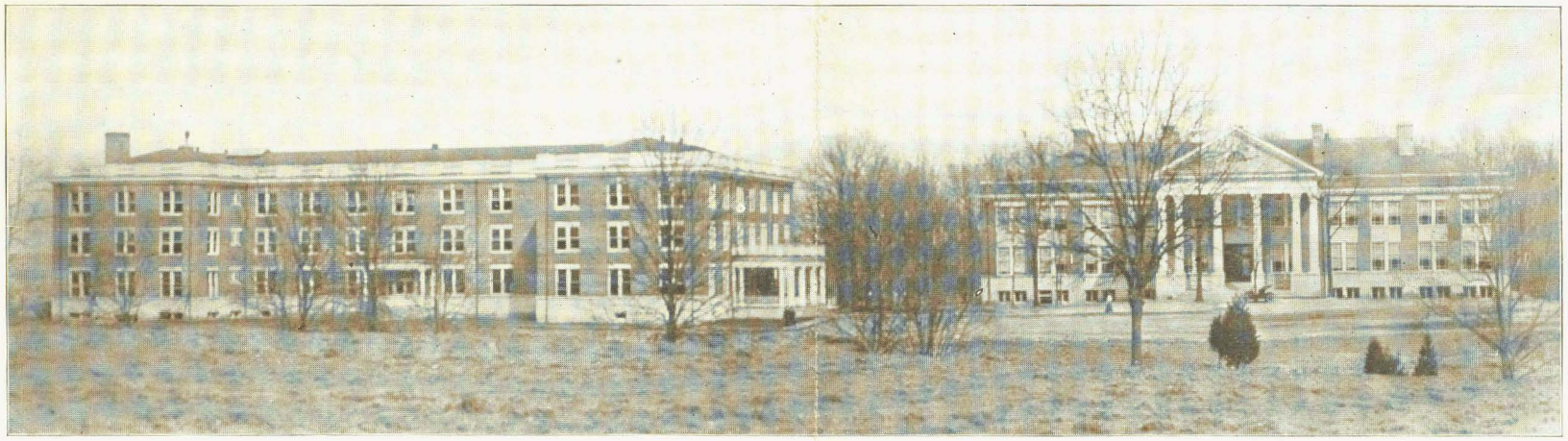
AND

SCHOOL OF ELEMENTARY METHODS

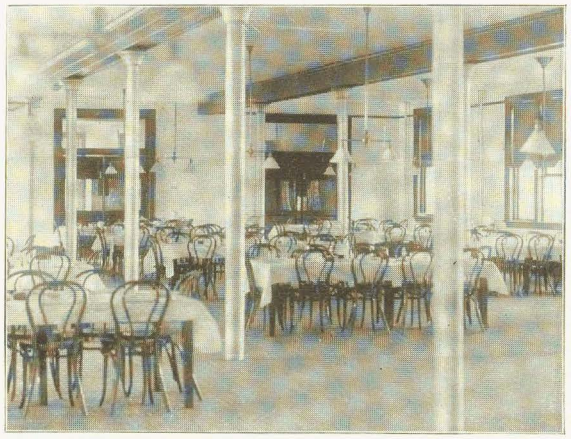
FREDERICKSBURG, VA.

JULY 3rd to JULY 30th

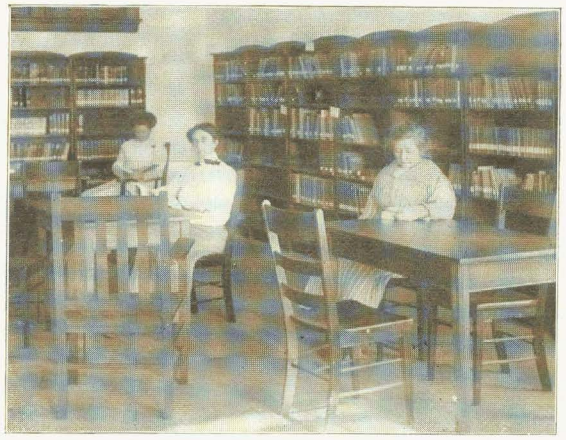
1912



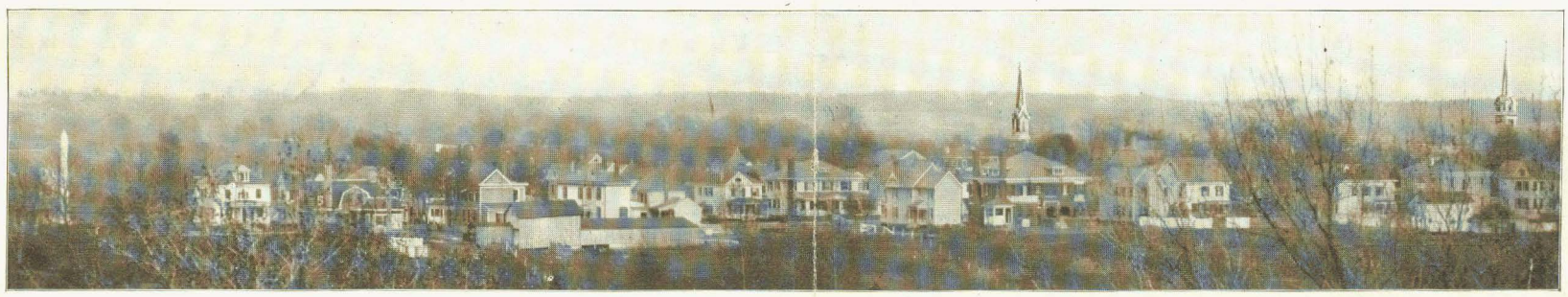
DORMITORY AND ADMINISTRATION BUILDING



CORNER IN DINING ROOM



CORNER IN LIBRARY



FREDERICKSBURG AS SEEN FROM NORMAL SCHOOL

State Summer School

AND

School of Elementary Methods

FREDERICKSBURG, VIRGINIA

SESSION 1912

July 3rd to July 30th

PROPERTY OF
STATE TEACHERS COLLEGE
LIBRARY
FREDERICKSBURG, VA.

E. H. RUSSELL
DIRECTOR

A. B. CHANDLER, Jr.
DEAN

G. M. HARRISON
BUSINESS MANAGER

State Examinations

July 31st, August 1st and 2nd

R. A. KISHPAUGH, PRINT,
FREDERICKSBURG, VIRGINIA.
1912.

P. V. D. CONWAY, President.
CHAS. HERNDON, Vice-President.
J. M. W. GREEN.

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SUMMER SCHOOL FACULTY

E. H. RUSSELL—Director.

Graduate Richmond High School, Richmond College and V. M. I.; Principal of Schools at Pulaski City; Commandant at Fishburne Military Academy; Superintendent Schools, Bristol, Va.; State School Examiner; Conductor of Summer Schools at Emory and Fredericksburg; President State Normal School, Fredericksburg, Va.

A. B. CHANDLER, JR.,—Dean.

GEOGRAPHY.

B. A. and M. A. University of Virginia; Teacher in Private Schools; Principal Clifton Forge High School; Principal in Richmond Public Schools; Professor in Virginia Mechanics' Institute; Conductor State Summer School at Fredericksburg; State School Examiner; Editor of School Page of News Leader; Author Virginia Supplement to Frye's Higher Geography; Member of Faculty of State Normal School at Fredericksburg, Va.

W. N. HAMLET.

ARITHMETIC AND ALGEBRA.

C. E. of V. M. I; Special Mathematics Course at University of Virginia and Cornell; Principal Ashland High School; Teacher in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va.; Professor in Medical College, Richmond, Va.; Member of Faculty of State Normal School at Fredericksburg, Va.

HUGH S. BIRD.

THEORY AND PRACTICE AND PRINCIPLES OF TEACHING.

Public Schools of Petersburg, Va.; Graduate Peabody Normal College; Professor of Pedagogy at College of William and Mary, and Director of Model School; Superintendent of Schools of James City County and Williamsburg, Va.; Superintendent of Schools at Fredericksburg, Va.; Instructor in Various Summer Schools; Member of Board of Trustees of the George Peabody College; Member of Faculty of State Normal School at Fredericksburg, Va.

M. CATHERINE STRAITH.

AGRICULTURE AND PHYSICAL GEOGRAPHY.

Public Schools of Ontario, Canada; Graduate Toronto Normal School; Special Courses McDonald Institute, Canada; and College of Agriculture, Cornell; Training Schools of Ontario; Assistant in Nature Study at Cornell; Director of School Gardens in New York and other places; Member N. E. A. National Committee on School Gardens; Member of Faculty of State Normal School, Fredericksburg, Va.

VIRGINIA M. GOOLRICK.

VIRGINIA HISTORY, U. S. HISTORY AND ENGLISH HISTORY.

Graduate Fredericksburg High School; Summer Courses University of Virginia and Columbia; Two Years Course at Teachers College; Teacher in Public Schools of Virginia; Instructor in Virginia Summer Schools; Scholarship in History at Teachers' College; Member of Faculty of State Normal School at Fredericksburg, Va.

NELLIE R. KERLIN.

PRIMARY METHODS, MUSIC AND GAMES.

High School Graduate; Graduate State Normal School, Bloomsburg, Pa.; Primary Supervisor in Newport News; Principal Stonewall Jackson School, Newport News; Instructor in Primary Demonstration Class at Seaside Normal; Specialist in Primary Work.

CERINDA W. EVANS.

GRAMMAR GRADE METHODS.

High Schools of Virginia; Special Courses at University of Virginia Summer School; Principal Stonewall Jackson School, Newport News, Va.; Principal John W. Daniel School, Newport News, Va.; Supervisor Normal Training Department, Newport News High School; Instructor in University of Virginia Summer School.

F. M. ALEXANDER.

CIVICS AND PHYSIOLOGY.

Graduate Winchester High School; Graduate Shenandoah Valley Academy; Principal Morrisville High School; Instructor in Winchester Summer School; Special Courses University of Virginia Summer School; Principal Orange High School.

PAGE TAYLOR.

MANUAL TRAINING AND DRAWING.

Corcoran School of Arts, Washington D. C.; Arts and Crafts Department George Washington University; Private Special Instruction; Head of Department of Drawing at Central High School, Washington; State Summer School at Fredericksburg.

MARY W. BALL.

GRAMMAR, READING AND SPELLING.

A. B., Randolph-Macon Woman's College; Teacher of English in Blackstone Female Institute; Assistant Principal Woodstock High School; teacher of English in John Marshall High School, Richmond, Va.

GUNYON M. HARRISON, BUSINESS MANAGER.

NOTE—In the absence of the Director of School, the school will be under the management of the Dean of the Faculty.

GENERAL INFORMATION

Object of the School.

The purpose of this school is to help the teachers and the cause of Education in the State. Teachers will be benefitted not only by the definite instruction given in the school, but also by association and contact with each other. Every teacher should be ambitious and determined to secure the highest grade certificate possible, so as to procure a better paid position and to extend her sphere of influence and usefulness. The number of teachers holding high grade certificates is continually increasing. Therefore, those holding inferior certificates are compelled to better their certificates, or else drop out of the work. The object of this school is to give as complete and definite instruction as possible on the subjects required for certificates, so that intelligent and diligent students may pass the State examinations which will be held at the school the three days following the close of the session.

Two courses will be offered:

(1) Those subjects which are required for 1st, 2nd and 3rd grade certificates.

(2) The first summer's course in those subjects required for the Professional Elementary Certificate, Primary and Grammar Grades.

A more complete and detailed statement of these courses will be found elsewhere in this catalogue.

Grounds and Buildings.

The school occupies about sixty acres on a ridge known as Marye's Heights. It is one of the most elevated points in Tidewater, Virginia, and commands a magnificent view of the Rappahannock valley. A most happy feature of the school grounds is a beautiful grove of more than six acres. This grove contains many varieties of our most attractive native trees, and offers a delightful park for students.

The topography of the campus is sufficiently rolling to make it in every way attractive. In the center of the grounds is a spring of pure water that enjoys quite an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile from the grounds. The students will have ample opportunity for church attendance, shopping and sight-seeing in the city.

The buildings, as the pictures show, are large, convenient and handsome, being of classic types of architecture. Every student's room is well lighted and ventilated. The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fire-proof material. Each student's room contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large in-let wardrobes, and are finished in mission style. Altogether the two buildings are among the best constructed, most sanitary and convenient anywhere in the South.

The City of Fredericksburg.

This beautiful little city is one of the oldest and most historic in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. The town is situated on the Rappahannock river, one hundred and twenty-five miles from Chesapeake bay, and a pleasant ride from the capital of the United States and the capital of Virginia. It has the advantage of two railroads—the Richmond, Fredericksburg and Potomac and the Potomac, Fredericksburg and Piedmont—and also has a line of excellent steamboats. This old-fashioned, characteristic Virginia city teems with objects of interest—historic and otherwise. Here are found the home of Mary, the mother of Washington ; Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington ; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day ; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses, and numerous other places associated with revolutionary days. No place in America is more closely identified with the history of the war between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe. Any lover of history must be delighted with a visit to Fredericks-

Methods in Arithmetic . . . . . 20 "
Agricultural Nature Study . . . . . 20 "
**Songs and Games . . . . . 20 "

THIRD SUMMER TERM.

Methods in Reading . . . . . 20 "
Physical Nature Study and Geography . . . . . 20 "
Drawing . . . . . 20 "
Teaching children How to Study . . . . . 20 "
Practice teaching . . . . . 20 "

*This year only the work of the First Summer Term will be offered.

**The Songs and Games period will be largely recreative. In connection with the first term a small amount of reading and preparation will be required, but in the second term out-of-class work will be optional.

PRINCIPLES OF TEACHING.

MR. BIRD.

Twenty periods each term for the first two summers.

This course attempts to present in a practical way the elementary principles underlying the teaching process. During the two terms such topics as the physical nature of the child, instincts, interests, attention, habit formation, correlation, induction

Board for the Session - - $14.00

Board includes table board, furnished room in the Dormitory, bed linen, towels and soap, electric lights, use of bath room with hot and cold water.

Students will be expected to keep their own rooms in order.

The board and tuition must be paid on entrance. No reduction will be made for ~~those leaving before the examinations, or for~~ * any absence for less than a week. Those attending for less than the full term will be charged at the rate of $4 per week.

Satisfactory arrangements will be made for all desiring laundry, for which there will be an extra charge.

Students entertaining visitors for meals will be expected to secure meal tickets for them. These are 20c apiece or six for $1.00.

Government of Students.

All students rooming in the Dormitory are expected to be in their rooms when the lights have been put out. They are also expected to conform to all other regulations made in the interests of the students and the school. These regulations are in the main those which are established for the State Normal School and will be made known at the opening of the session.

* The regular session will close July 30. There will be a charge of 50 cents a day for all remaining after that date.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile from the grounds. The students will have ample opportunity for church attendance, shopping and sight-seeing in the city.

The buildings, as the pictures show, are large, convenient and handsome, being of classic types of architecture. Every student's room is well lighted and ventilated. The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fire-proof material. Each student's room contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large in-let wardrobes, and are finished in mission style. Altogether the two buildings are among the best constructed, most sanitary and convenient anywhere in the South.

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METHODS IN READING.

MISS KERLIN.

Twenty periods each term for three summers.

The course in reading will give teachers fundamental principles underlying the teaching of reading. The methods of teaching reading will be discussed and the observation of illustrative lessons will show the working of these methods. At least one period per week will be given to this observation and by special arrangement additional observation will be allowed those teachers whose schedules permit.

Subject matter for conversation lessons that lead to reading will be given, showing how to handle typical lessons from the blackboard.

Other topics that will be studied are : Means of securing increased proficiency in the mechanics of reading, phonics, silent

reading as a beginning of formal study, and "action sentences" as a means of utilizing the play tendency in reading.

Emphasis will be placed on thought as the vitalizing element in learning to read.

The work of the second and third terms will be a continuation of the work outlined above, supplemented by practical application of the principles previously studied. The work will be planned to meet the needs of the teachers, and a special point will be made of the teachers' own preparation. Other topics are: Reading in the second, third and fourth years of school life, with special work on the reading of poetry and other real literature, importance of distinguishing between oral and silent reading, the introduction of spelling, the use of stories and pictures in reading, dramatization as a means of improving reading, and supplementary reading.

Methods in Language.

MISS BALL.

Twenty periods each term for the first two summers.

This course deals mainly with language expression, but it also deals with language appreciation. It aims to prepare teachers to train children not only to use good English, but to appreciate good literature.

During the first term the principal topics are: The use of systematic conversation lessons based on the children's experience as oral expression and as a basis for written expression, reproduction of stories, the memorizing of rhymes and poems, the method of beginning written work, *forms* in written work, and the teaching of capitalization and punctuation.

During the second term the work of the first term will be extended and in addition a study will be made of types of written work that ought to be expected of pupils in the respective grades.

As a part of this term's work in language it will be shown that history begins incidentally in the classroom use of correlated historical stories that are employed in the explanation of stories, birthdays of famous men, and the lives of children of other times and other lands.

Methods in Arithmetic.

MISS KERLIN.

Twenty periods each term for the first two summers.

This course will give especial attention to helping teachers make primary arithmetic vital. The main topics will be: Enumeration of children's interests and needs in number; plans as to how these needs and interests may be used for gaining organized experiences in arithmetic, and for drills to master facts and processes; the order of facts and processes will be taught before a text-book is put into the hands of the children; and how arithmetic may be correlated with and enriched by other subjects, especially garden work, and language based upon home life and environmental activities.

The above broadly outlines the first term's work. Definite problems or topics will be given in connection with the work for the teachers to try in their schoolrooms and report upon the next year as to successes and difficulties.

The second term's work will take up discussion of these reports and receive additional suggestions that have come to the teachers through putting into practice the first term's work. The new feature will be: How to to use the text book, and how to supplement it with problems that are based upon and interpet rural life.

Music and Games.

MISS KERLIN

Twenty periods each term for the first two summers.

The first term includes rote singing as a basis for musical training for primary children and will be treated under the following heads: Aims, general and specific; method of presentation: selection and grading of songs; lists of songs and sources of material; classification of song material correlating with general subjects of the curriculum; kinds of rote songs, as art songs and songs as a basis for future technical work in music.

Help in the use of the pitch pipe and how to deal with monotones will receive special attention.

Simple singing games and folk dances will be presented as a means of cultivating the rhythmic sense and securing freedom of expression and social control in the free play-period of school-room and playground. Programs of games for special festival and holiday celebrations will be given. The playing of games upon the lawn in the evening will be a special feature of the course.

The second term of this course will include Songs and Games conducted as recreative exercises. Outdoor playing and singing will be the chief feature.

*COURSE FOR THE PROFESSIONAL ELEMENTARY CERTIFICATE—GRAMMAR GRADES.

FIRST SUMMER TERM.

Principles of Teaching	20	periods.
Methods in Language	20	"
Methods in Civics and History	20	"
Methods in Geography	20	"
Methods in Arithmetic	20	"
**Songs and Games	20	"

SECOND SUMMER TERM.

Principles of Teaching	20	"
Methods in Language	20	"
Methods in Civics and History	10	"
Methods in Geography	10	"
Methods in Arithmetic	20	"
** Songs and Games	20	"

And one of the following:

Elementary Agriculture and School Gardening	20	"
Manual Training	20	"
Domestic Science	20	"

THIRD SUMMER TERM.

Teaching How to Study	20	"
Methods in Literature and reading	20	"
Drawing	20	"
Hygiene	20	"
Practice Teaching or Advanced Observation	20	"
** Songs and Games	20	"

*This year only the work of the First Summer Term will be offered.

**Song and Games will be made thoroughly recreative. This course is optional, but will be made very valuable.

PRINCIPLES OF TEACHING.

MR. BIRD

(Same as for Primary Course.)

METHODS IN LANGUAGE

MISS BALL

Twenty periods each term for the first two summers.

The purpose of this course is twofold:

I. To furnish teachers a basis for language work in the uppe grades by suggesting types of available material and the be methods of presenting the same.

II. To consider the aim and function of grammar in the school curriculum and in the life of the individual pupil, also to give a thorough understanding of the difficult points in the study of this subject.

During the first term emphasis is put upon the importance of oral language and means of obtaining easy and correct expression, and of acquiring a language sense. Types of lessons to be taught: picture lessons, study and memorizing of poems, reproduction of stories with some dramatization, conversation lessons based on personal experience and subjects of current interest, together with the observance of special days, including the birthdays of noted people; usage drills, spelling and word study.

The work in grammar will consist of a study of the structure and analysis of sentences, with special attention to the complex sentence; verbs and verbals, making clear the use of the transitive verb with the copula with its complements and giving an adequate conception of tense and the subjunctive mode.

During the second term work in oral language is continued, but the importance of written work is emphasized. Different types of written work are studied, followed by some practice in composition writing; usage drill, spelling, and word study continued, but more advanced, with special attention to work in dictation for practice in the mechanics of writing. Study of the abstract noun, function of case, personal and relative pronouns, and comparison of adjectives.

Methods in Civics and History.

MISS EVANS

Twenty periods the first summer, ten periods the second summer.

This course aims to take up the methods of teaching Civics and History which seem most valuable to the child and his world. Throughout the course, civics is viewed from the standpoints of affording training in civic life, and of providing the necessary experience for the interpretation of past and current history.

The history is considered as furnishing illustrations of civic problems, as explaining the present and as providing vital material for the evaluation of conduct and the appreciation of the heroic.

During the first term this course will consider the educational functions of civics and history in grammar grades, and take up especially those methods of teaching which pertain to vitalizing

the subject matter. Among the topics for discussion will be: the civic life of the home and school; the child as a citizen therein; dramatization as a means of teaching city, county, state and national governments; current events and how to use them; relative values in the selection of subject matter and the emphasis of details; related facts as opposed to isolated facts; industrial history; physical and industrial geography as determining history; maps, pictures, constructive work, and historical plays as aids to visualization; and correlation with literature.

References for material beyond the text will be given and a suggestive course in elementary civics outlined.

During the second term this course will consider the more mechanical phases of method. Special attention will be given to: types of lessons and the purposes they serve; kinds and uses of questions; the written test, its values and dangers; teaching children how to study history and civic life.

The ethical possibilities and dangers in teaching these subjects will also be considered.

Methods in Geography

MISS EVANS

Twenty periods the first summer, ten periods the second summer.

This course aims to give a knowledge of geographical principles at first hand rather than as so much subject matter contained in a text-book. To this end there will be frequent field lessons and daily weather observations. The value of chart making, map drawing, and map modeling will be taken up. The intimate connection between geography and the other subjects in the curriculum will be emphasized.

During the first term the world as a whole will be studied; its form; size; motions; divisions by means of circles and meridians seasonal changes; zones of heat with their influence upon plant and animal life, and upon the life of man; determining factors of climate, including ocean currents, prevailing winds and moisture land forms, with agencies at work to produce and modify them.

During the second term North America will be studied as type continent, emphasizing surface features, drainage, contou and industries as determined by climate and physical feature The principles studied in connection with this continent will l applied briefly to the other continents.

Methods in Arithmetic

MISS EVANS

Twenty periods each term for the first two summers.

The aim of this course is to give practical help to the teacher of elementary arithmetic. The work of the first term begins with the fourth grade but, for the purpose of unification, a part of this term's work will consist of a brief summary of the methods used in the first three grades. In addition to this, methods will be given for fourth grade work and fifth grade work through common fractions. Especial attention will be given to the arithmetical material which may be obtained from the interests and experiences of the pupils, and to the correlation of arithmetic with other topics—such as school gardening. Suggestions will be given for utilization of the number needs of the pupils to introduce and vitalize such subjects as column addition, multiplication tables, fractions and elementary percentage.

During the second term, arithmetic of the upper grades will be taken up, beginning with decimals. Consideration will be given to the practical and disciplinary values of arithmetic, as a basis for the selection of topics to be stressed. Business arithmetic will be related to the industrial and commercial life of the community and especial attention will be given to the correlation of agriculture and arithmetic.

Songs and Games

MISS KERLIN

Twenty periods each term for three summers.

This course will consist of the selection and study of classic and standard rote songs adapted to the ability of upper grade pupils, presented with a view to securing excellent tone qualities and a more artistic rendition through the melodic interpretation of the text.

Rounds, catches, and glees will be presented solely by imitation as an attractive method of securing part singing.

Singing games and folk dances, which typify more advanced stages of development than those of the primary course, will be given as a purely recreative future.

The pageant as a factor in commemorating civic and historical events and the festival as the expression of an early folk life will be discussed. If time permits, one of the latter will be arranged and presented by students enrolled in the music course.

STATE EXAMINATIONS.

The regular uniform State Examinations on subjects required for First, Second and Third grade certificates, will be conducted at the State Summer School on Wednesday, July 31, Thursday August 1, and Friday August 2.

The examination on the third year of the old State Professional course will be held Wednesday, July 31st. No examination on either the first or second year of this course will be offered.

TEXTS.

A—FIRST GRADE SUBJECTS.

Any modern and approved texts on the various first grade subjects can be used, since the work will be presented according to the topics herein outlined, but the following may serve as a suggested text-book list:

Steppe's Word Studies—Advanced.

McBain's How We Are Governed in State and Nation, (Hermitage Press, Richmond, Va.)

Fiske's Civil Government, (Houghton, Mufflin & Co., N. Y.)

Forman's Advanced Civics, (American Book Co.)

Virginia History—Magill's, (J. P. Bell & Co., Lynchburg, Va.)

Lee's New School History of U. S., (B. F. Johnson Co., Richmond, Va.)

Arithmetic—Colaw and Ellwood's Advanced, (B. F. Johnson Co. Richmond, Va.)

Grammar—Hyde, Book II, (D. C. Heath & Co., N. Y.) Emerson & Bender, Book II, (MacMillan & Co., N. Y.)

Geography—Frye's Grammar School, (Ginn & Co., N. Y.)

Physiology—Ritchie's Primer of Health and Sanitation.

English History—Montgomery, (Ginn & Co., N. Y.)

Algebra—Well's Elements, (D. C. Heath & Co., N. Y.)

Theory and Practice—Colgrove's, "The Teacher and the School."

Agriculture—Duggar's (MacMillan & Co., N. Y.)

B—PROF. ELEMENTARY CERTIFICATE SUBJECTS.

Special Method in Primary Reading.—McMurry.

Psychology and Pedagogy of Reading.—Huey.

Reading in Public Schools.—Briggs & Coffman.

Phonics in Reading.—Haliburton.

Special Method in Language.—McMurry.

Teaching of English—Chubb.

Teaching of Arithmetic.—Smith.

New Basis of Geography.—Redway.

How to Teach Geography.—Parker.

Handbook to Smith's Arithmetics.

Report of Committee of eight on Teaching History.

SCHEDULE OF RECITATIONS.

8.00 A. M.	Room	15	Arithmetic
	"	7	Primary Arithmetic
	"	8	Grammar Grade Songs and Games
	"	2	American History
	"	19	Drawing
8.40 A. M.	"	4	Grammar
	"	7	Primary Music and Games
	"	8	Grammar Grade Arithmetic
	"	6	Civics
	"	16	Agriculture
9.20 A. M.	"	3	Geography
	"	7	Primary Language
	"	8	Grammar Grade Civics and History
	"	15	Arithmetic
	"	4	Reading and Spelling
	"	16	Physical Geography
10.00 A. M.	"	2	American History
	"	1	Principles of Teaching
	"	19	Drawing
	"	6	Hygiene
	"	15	Algebra
10.40 A. M.	Auditorium.		CHAPEL EXERCISES.
11.00 A. M.	Room	6	Civics
	"	1	Theory and Practice
	"	8	Grammar Grade Geography
	"	4	Grammar
	"	16	Agriculture
	"	15	Algebra
11.40 A. M.	"	2	Virginia History
	"	7	Primary Reading
	"	8	Grammar Grade Language
	"	6	Hygiene
	"	3	Geography
	"	16	Physical Geography
12.20 P. M.	"	19	Drawing
	"	1	Theory and Practice
	"	2	English History
	"	4	Grammar

NOTE:—It will be noted from the above schedule that the lecture periods are from 8 A. M. to 1 P. M. with 20 minutes for devotional exercises. The afternoon may be used for rest, recreation, outdoor observation work, study, shopping or sight-seeing. This schedule makes it perfectly feasible for students living in Fredericksburg to arrive at the school in time for the first lecture, returning to dinner. It also avoids the necessity of such students returning to the school in the afternoons.

No students are permitted to take lectures on more than six subjects leading to the First, Second or Third grade certificates, although of course they are permitted to take the State Examination on as many subjects as they choose.

CALENDAR.

Tuesday, July 2 . . . . . Dormitory open.

Wednesday, July 3 . . . . . Class Work begins.

Thursday, July 4 . . . . . Holiday.

Tuesday, July 30 . . . . . Session closes.

Wednesday, July 31, Thursday, August 1, and
Friday, August 2 . . . . . State Examinations

NOTE.—Students are urged to arrive Tuesday, July 2, a that will be the registration day, and all classes will be hel Wednesday, July 3.

To make up for the holiday of July 4, the school will be i session the following Saturday, July 6.

The term consists of twenty teaching days.

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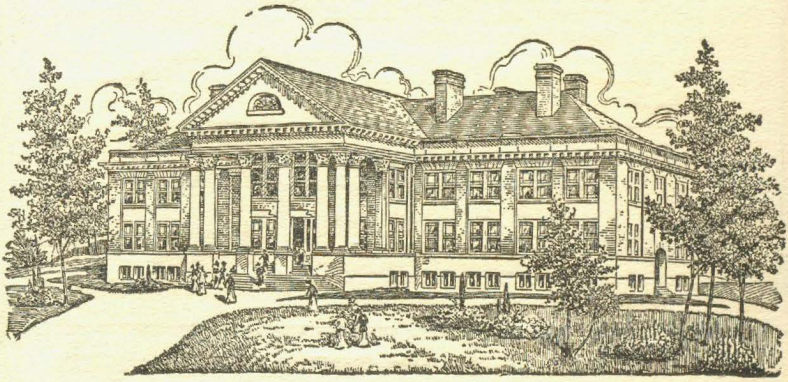

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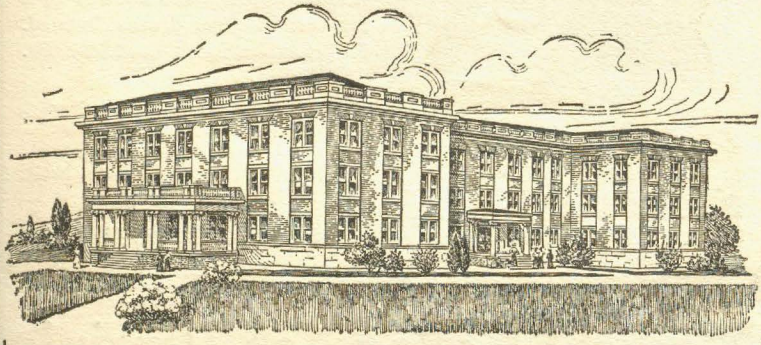

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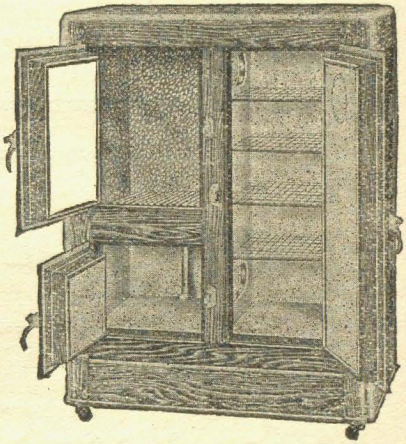

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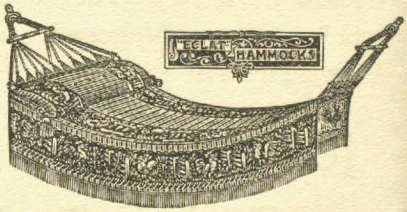

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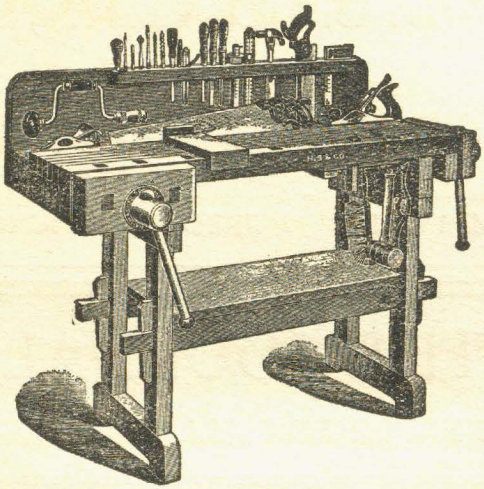

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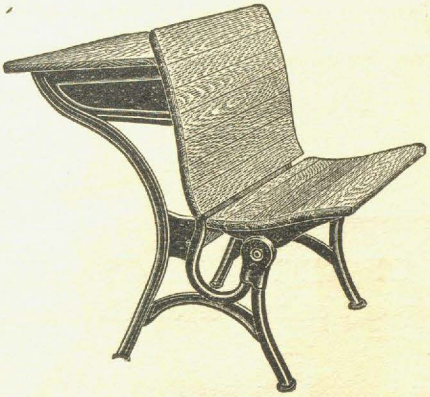

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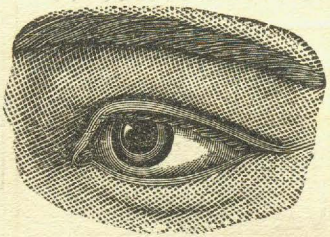

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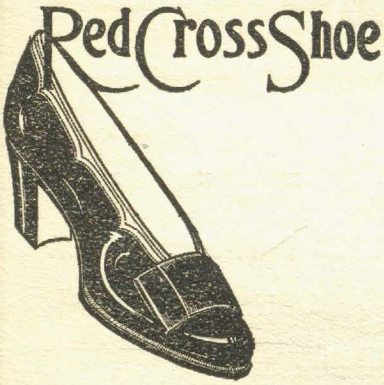

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